

**ALPINE SCHOOL DISTRICT
PROPOSAL FOR SB281
JUNE 30, 2008**

Foundational to the Alpine School District proposal for funds allocated by SB281 is the work by Richard DuFour, Rebecca DuFour, and Bob Eaker. Their focus on professional learning communities and the importance of collaboration have become fundamental in the building of professional capacity and student achievement in Alpine School District. Their work focuses on three essential questions for educators: 1) What do we want students to learn? 2) How will we know if students learn it?) 3) What will we do if students don't learn it? These three areas of focus, and the degree to which teachers and administrators strive to complete the mission, vision, values and goals of the district form the back bone of our teacher and administrative proposals.

All contracted teachers and administrators hired for the 2008-2009 school year would be eligible to apply for this compensation. Each teacher and administrator would be assessed using the attached assessment instruments.

Teachers would be graded as teams according to assignment within their professional learning group. Each group will complete a self-assessment, to be followed by an accompanying assessment that will be completed by a second "team" made up of the administrative team, PTSA president, and school community council chairperson along with two to three other selected parent leaders. A total score would be tallied and a dollar amount would be awarded based on the number of points earned from both assessments.

Administrators would be evaluated much the same way, only as individuals, with a self-evaluation followed by an evaluation completed by their supervisor. Accompanying these two assessments will be two other assessments; one will be completed by each grade level team or department, the last assessment will be completed by the PTSA president, school community council chair and selected other parent leaders. A total score would be tallied and a dollar amount would be awarded based on the number of points earned from the evaluation.

Until Alpine School District knows the number of individuals applying and the dollars available, it is not possible to know the exact amount each teacher or administrator would be able to qualify for.

Each of the assessment instruments for the teacher and administrative groups is included in Appendix A, and B, respectively.

Our classified employee proposal is outlined as follows:

1. Which employees are eligible for the performance-based compensation?

All Classified employees that work an average of 20 hours per week or more may apply for the compensation. However, if employees have been placed or are currently on probation as a disciplinary action or have been issued a written reprimand in the past school year they may not apply.

2. What are the criteria for awarding the performance-based compensation?

Employees that apply will be evaluated by their supervisor based on performance for their specific job functions and specific job competencies as identified by a recently completed district wide job study.

3. What are the instruments or assessments that may be used to measure or evaluate performance?

All applicants will submit a self assessment as part of the application process. An immediate supervisor will also complete a web based assessment on job specific functions with a five point scale for each function. Applicants will also be evaluated on specific job competencies on a three point scale. A total point value will be calculated.

4. What amount of performance-based compensation may be awarded?

Compensation will be awarded as follows:

Employees that score in the 80-100 percentile of applicants will receive a full bonus.
Employees that score in the 65 to 79 percentile will receive 80% of a full bonus.
Employees that score in the 50 to 64 percentile will receive 60% of a full bonus.
Employees that score in the 35 to 49 percentile will receive 40% of a full bonus.
Employees that score in the 20 to 34 percentile will receive 20% of a full bonus.
Employees that score in the 1 to 19 percentile will receive no bonus.

5. Will the performance-based compensation be based on individual, team, or school-based performance?

Alpine School District will base the compensation on the individual for classified employees.

APPENDIX ONE

Collective Commitments for Professional Learning Communities and Collaboration Incentives

Please rate on a scale of 1 to 10. 10 being the highest.

What do we want students to know?

- ____ 1. To what degree is there a guaranteed sustainable viable curriculum based on the State Core?
- ____ 2. To what degree is there a curriculum map w/a pacing guide?
- ____ 3. To what degree is there vertical alignment?
- ____ 4. To what degree is there a rubric to judge the quality of student work?
- ____ 5. To what degree is there a high degree of commitment from the team, to the curriculum and student.

How do we know they have learned it?

- ____ 1. To what degree is there a common formative assessments aligned with state core?
- ____ 2. To what degree is there a common assessment administered numerous times and analyzed by the team?
- ____ 3. To what degree are common assessment results used to inform and improve individual and collective practice?
- ____ 4. To what degree does each teacher identify students needing additional time and support?
- ____ 5. To what degree are common assessments changed and improvement based on student achievement?

What do we do if students don't learn required material?

- ____ 1. To what degree is there a proactive system in place for students to receive support to reach proficiency?
- ____ 2. To what degree do students who already know material have access to enrichment activities?
- ____ 3. To what degree do students receive extra time during the school day to learn material?
- ____ 4. If the current level of support is not sufficient, to what degree are there additional opportunities in the school day to learn material?
- ____ 5. Are all students, regardless of teacher, allowed access to remediation?
- ____ 6. To what degree are students allowed to use other support staff?

Shared Mission, Vision, Values and Goals

- ____ 1. To what degree are the values of the school embedded in the school culture and influence policies and procedures of daily practice?
- ____ 2 To what degree do team members hold one another accountable to honor the commitments they have made to one another?
- ____ 3. To what degree are teachers committed to the collaboration process and professional learning communities?
- ____ 4. To what degree do team members pursue SMART goals as a method of meeting student needs?
- ____ 5. To what degree do team members communicate positively with the rest of the faculty?
- ____ 6. To what degree do team members communicate positively with students and parents, including keep student records up to date?

Alpine School District
Administrative Collaboration Incentive
Assessment Instrument

Shared MVVG

Principal Name: _____

Use the following rating scale to indicate the extent to which each statement is true of you and your school.

1	2	3	4	5	6	7	8	9	10
Not True of Our School			Our School Is Addressing This					True of Our School	

1. _____ Our school has worked collectively to articulate the Mission, Vision, Values and Goals and have documents associated with them.
2. _____ Each team has identified and written team norms and protocols that guide their collaborative work.
3. _____ Collaborative teams use and understand SMART goals and the process.
4. _____ School celebrations center on elements of PLCs including portrayal of student growth through the use of data.
5. _____ I am engaged and meeting with the collaborative teams every Monday.
6. _____ There is a formalized, systematic process to follow-through with each collaborative team.
7. _____ Our school culture portrays clear communication with students, staff and parents regarding outcomes and vision. (i.e. monthly newsletter, stakeholder report, etc.)
8. _____ The principal responds to ineffective teams or individuals who are not collaborating well.

What do we Expect Students to Learn?

1	2	3	4	5	6	7	8	9	10
Not True of Our School			Our School Is Addressing This					True of Our School	

1. _____ Collaborative Teams have articulated knowledge, skills and essential learning that students will acquire.
2. _____ Essential learning for each team has been tied to state objectives, standards and CRT's.

3. _____ Collaborative teams have identified course content and topics that can be eliminated.
4. _____ There is a school-wide document that identifies by grade level the essential objectives and standards.

How Do We Know What Students Have Learned?

1	2	3	4	5	6	7	8	9	10
Not True of Our School			Our School Is Addressing This				True of Our School		

1. _____ Each collaborative team has worked on and developed common assessments.
2. _____ Teachers share data in their collaboration team meetings.
3. _____ Data from common assessments are collected and reviewed by the principal.
4. _____ Professional Development is based upon building teacher capacity that is tied to data from both formative and summative assessments.

How will we Respond to Students Who Aren't Learning?

1	2	3	4	5	6	7	8	9	10
Not True of Our School			Our School Is Addressing This				True of Our School		

1. _____ There is a school-wide pyramid of intervention.
2. _____ The school day is structured to allow increased time for work with students who aren't adequately learning the essential objectives and standards.
3. _____ Parents are well informed and included in the process for helping students who aren't learning.
4. _____ The principal engages in conversations with teams regarding interventions for specific students.